R E P O R T R E S U M E S

ED 015 372 AC 001 718

SYLLABUS FOR TRAINING THE POLICE TRAINER.

BY- HAMANN, ALBERT D.
WISCONSIN UNIV., MADISON

PUB DATE JAN 67

EDRS PRICE MF-$0.25 HC-$1.64 39P.

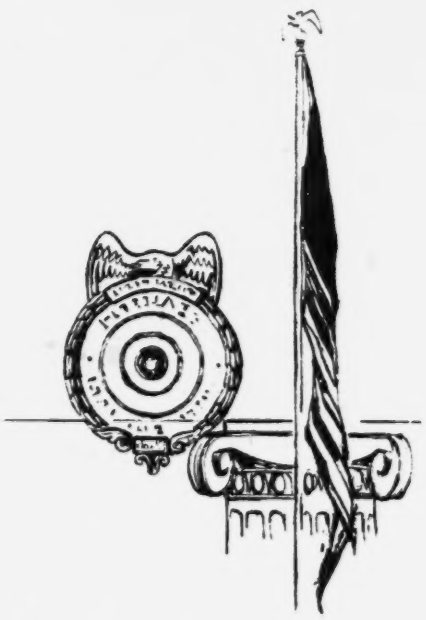
DESCRIPTORS- *POLICE, *POLICE SEMINARS, *LAW ENFORCEMENT, *COURSE DESCRIPTIONS, *TRAINERS, TRAINING, INSTITUTES (TRAINING PROGRAMS), SCHEDULING, ADMISSION CRITERIA, TRAINING TECHNIQUES, EVALUATION TECHNIQUES, EDUCATIONAL RESOURCES, INFORMATION SOURCES, FIELD TRIPS, STUDENT TEACHING, PROGRAM ADMINISTRATION, SPECIALISTS, PROGRAM COSTS, TESTING, TEXTBOOKS, UNITS OF STUDY (SUBJECT FIELDS), UNIVERSITY EXTENSION, PROGRAM EVALUATION, WISCONSIN, UNIVERSITY OF WISCONSIN,

THIS FOUR-WEEK COURSE, DEVELOPED AND ADMINISTERED BY THE INSTITUTE OF GOVERNMENTAL AFFAIRS, LAW ENFORCEMENT EDUCATION, UNIVERSITY EXTENSION, OF THE UNIVERSITY OF WISCONSIN, IS DESIGNED TO PREPARE LAW ENFORCEMENT OFFICERS TO BE INSTRUCTORS AND TRAINING OFFICERS, TO UPGRADE EXISTING INSTRUCTORS, AND TO ENABLE TRAINING OFFICERS TO GIVE EFFECTIVE ASSISTANCE TO SUPERIORS. THE SYLLABUS COVERS INTRODUCTORY SESSIONS (SIX HOURS), TEACHING METHODS AND TECHNIQUES (31 HOURS), EVALUATION TECHNIQUES (NINE HOURS), PROGRAM ADMINISTRATION (SIX HOURS), SOURCES OF INFORMATION AND ASSISTANCE (NINE HOURS), PRACTICE TEACHING USING LECTURES, DISCUSSIONS, DEMONSTRATIONS, TRAINING AIDS, AND OTHER TECHNIQUES SINGLY AND IN COMBINATION (38 HOURS), EXAMINATIONS OR CRITIQUES (THREE HOURS), AND STUDENT CONFERENCES AND OTHER SCHEDULED EVENTS (ONE TO THREE HOURS). IN ADDITION, 15 HOURS SHOULD BE DEVOTED TO PREPARING FOR CLASSES. (ALSO INCLUDED ARE STUDENT SELECTION PROCEDURES, TEXTBOOK, FACILITIES, STAFF QUALIFICATIONS, COST VARIABLES, AND PROVISIONS FOR TRAINEE GUIDANCE AND EVALUATION, TOGETHER WITH FIVE APPENDIXES AND NUMEROUS REFERENCES.) (LY)

ED015372

UNIVERSITY EXTENSION

The University of Wisconsin



Law Enforcement Education
Institute of Governmental Affairs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Syllabus for Course:

TRAINING THE TRAINING OFFICER

Institute of Governmental Affairs
University Extension
The University of Wisconsin

Madison, Wisconsin

1967

PREFACE

The character, quality and effectiveness of law enforcement presently are being scrutinized more intensively in the United States than at almost any time in our history. Population growth, its increasing mobility and urbanization, changes in social institutions and habits, the greater complexity of economic activities, and changes in attitudes about the role of government--all are reflected in one way or another in increased crime, and all place greater burdens on law enforcement agencies. At the same time, the legality and effectiveness of their traditional policies and practices are being questioned by the courts, legislatures, and political executives. Knowledge of the technical aspects of law enforcement in these days is not enough. A better understanding of the role of law enforcement in our complex society is necessary for more effective administration and for acceptance by the community. There was a time, for example, when the police were expected only to differentiate between law-breakers and law-abiders. Now the police are expected to handle with finesse, moderation, and effectiveness some of our society's most intricate problems. Skill and judgment of a high degree are required of our law enforcement personnel; yet in many cases they are denied the means to attain such finesse.

One major avenue leading to improvement in law enforcement performance is that of continuing education and training. If the status and performance of agencies charged with enforcing our laws are to be improved, then the knowledge, skill and capacity of those engaged in this work must first be improved. Recent years have witnessed substantial growth in formal training programs, reflecting not only pressures from senior law enforcement officials for a more sustained effort but also a growing realization on the part of the public that competent performance and training go hand in hand. Despite the growth in programs, however, education and training efforts, operating almost everywhere under marked handicaps, fall short of needs.

For some years to come, there will undoubtedly be a growing interest in improving the education of police officers and others involved in law enforcement. Present training activities will be expanded and where there has been little or no training activity, there will be time set aside, money allotted and efforts spent on training at all levels. Special courses need to be devised and training facilities already in existence modified to fit the requirements of the police. Educational institutions and governmental agencies will be called upon for help, and they will need to bring to the task imagination, skill, and whatever experience they may have--either with police training or with adult education programs in general. In such a situation the sharing of experience is a very useful device, and that is the real purpose of this booklet. It is hoped that organizations planning new or additional training for law enforcement personnel will find in this report some guide-

lines that are helpful.

The University of Wisconsin, through its extension activities, has had wide experience in adult education. Short-term courses for law enforcement were offered as early as 1927, and University Extension has greatly expanded its work in the area of police education in the past two years with the assistance of a grant from the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U.S. Department of Health, Education, and Welfare, in cooperation with the President's Committee on Juvenile Delinquency and Youth Crime. The course outlined and described in this booklet is one of several developed for the special purpose of helping law enforcement agencies enlarge their understanding of their work and meet the demands being made upon them for a higher level of performance. The three courses for which syllabi have been prepared are: "Training the Training Officer", "Police Administration for Supervisory Personnel", and "Delinquency Control".

Each syllabus contains the kind of detailed information that a course administrator must have to set up a new program. The model is presented, not as an example of perfection but as a point of reference from which the reader may begin when drawing up his own training program. Modifications of necessity must be made to fit the particular needs of each group of trainees and to accommodate the instructors. Changes which we found desirable to make have been incorporated in these outlines. We hope they will prove to be helpful to others interested in extending educational opportunities to law enforcement.

January 1967

Albert D. Hamann

CONTENTS

	Page
Preface	iii
Course: TRAINING THE TRAINING OFFICER	1
Objectives	1
Students	2
Course Announcement; Application	2
Housing	3
Classrooms	3
Sponsors	3
Class Schedule	4
Hours of Instruction	4
Description of Classes	4
Practice Teaching	4
Not Covered in the Course	6
Instructors and Evaluators	6
Critique Periods	6
Examinations	7
Student Conferences	7
Textbook and Study Materials	7
Follow-Up	8
Costs	8
Comments on Wisconsin Experience	9
CONTENT OF COURSE (outline)	11
Appendix	16
Application Blank	17
Class Schedule	21
Topics Used for Practice Teaching Exercises	23
Instructors' Specialties and Subjects Each Might Teach	24
Evaluation Scale	26
Bibliography	27

TRAINING THE TRAINING OFFICER

One of the first and most obvious steps required, if we are to improve the education and training of law enforcement officers, is to prepare significant numbers of "teachers"--persons who are a part of a local law enforcement agency, who are familiar with the local situation, and who know not only what is to be taught but also something about the principles of effective teaching. This is the goal of the four-week course, "Training the Training Officer", developed and given at The University of Wisconsin in 1966.

The following is a brief description of the mechanics of the course, including an outline of course content, and some general comments on our experience with it. The appendix contains a bibliography for the course and other pertinent materials.

Objectives

To prepare law enforcement officers to be instructors and training officers.

To upgrade the skills of officers already serving as instructors or training officers and to broaden their knowledge.

To make it possible for training officers to give effective assistance to their superiors in the joint staff effort required to achieve an improved performance by the department.

Students

A limited number of law enforcement officers are selected for training in each course. About 15 to 20 students is considered to be an ideal number to work with. An applicant must be a full-time employee of a law enforcement agency and must be recommended by his department. Agencies which have sent men to take this training include municipal police departments, county sheriff's departments, county traffic departments, and state law enforcement agencies (such as conservation, taxation, and highway patrol).

If more applications are received than can be accepted, a screening committee, composed of members of the Wisconsin Chiefs of Police Association and the Wisconsin Sheriffs & Deputy Sheriffs Association, helps in the final selection of students. This committee gives consideration to the following:

(a) the applicant's duties in his agency;

(b) the reasons given by the applicant and by his departmental head for desiring his enrollment in the course;

(c) the experience of the applicant in law enforcement and his date of earliest retirement. (The screening committee prefers applicants who may be expected to serve as training officers for a number of years rather than those very close to retirement.)

Course Announcement; Application

A brochure describing the course is sent to all police chiefs, sheriffs, and other law enforcement agencies in the area and to the corresponding mayors, city managers, and county board

chairmen (or county executive). Interested persons make a formal request for acceptance by completing an application blank which is designed to provide the course coordinator with a biographical sketch of the applicant. (See appendix for copy of the application used.) Further information is sent when the applicant is notified of his acceptance.

Housing

Students are housed in a dormitory on the university campus. A private dormitory has been used where adult students can have quarters separate from those of the undergraduate college students. Double or single rooms are available along with dining room facilities, lounge, recreation room, and a library or study room.

Classrooms

Class sessions are held in an adult education center. The building is designed and equipped for special classes, and seating can be arranged in various ways other than the standard auditorium pattern.

Sponsors

This course was developed and administered by the Institute of Governmental Affairs, Law Enforcement Education, University Extension, The University of Wisconsin. Financial support in the form of a grant came from the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U.S. Department of Health, Education and Welfare, in cooperation with the President's

Committee on Juvenile Delinquency and Youth Development. Advice and encouragement were supplied by the Wisconsin Chiefs of Police Association and the Wisconsin Sheriffs & Deputy Sheriffs Association.

Class Schedule

8:45 a.m. to 11:45 a.m. - 3 classes, 50 minutes each
11:45 a.m. to 1:15 p.m. - Lunch
1:15 p.m. to 4:10 p.m. - 3 classes, 50 minutes each

The above schedule is in effect on Mondays through Fridays for four consecutive weeks. Unscheduled time before or after classes and in the evenings may be used for reading, study, preparation for class or for practice teaching, and for individual student conferences. A sample schedule for each of the four weeks is included in the appendix.

Hours of Instruction

Class periods are 50 minutes in length. Our program provides for 118 scheduled hours of instruction (30 hours per week for 3 weeks plus 28 hours for one week).

Description of Classes

See the descriptions given in the section on Content of Course (page 11).

Practice Teaching

One of the most important assets any teacher can have is experience. Students taking this course are given five opportunities to acquire experience through practice teaching. In these five sessions each student presents the topic he has chosen, while

the others act as "trainees". The class is divided into small sections which run simultaneously, each with an evaluator present as well as the instructor. Different methods of teaching are used in the five practice teaching sessions:

(1) Lecture presentation - 10 minutes each student

(2) Lecture-Discussion - 20 minutes each student

(3) Lecture-Discussion with Training Aids and a Quiz - 30 minutes each student

(4) Demonstration and a Quiz - 30 minutes each student

(5) Composite of Teaching Methods - 50 minutes each student

The subjects to be taught are chosen by the individual students but must be approved by the course instructor. Some class time is set aside for the students to prepare their presentations. The instructor is present to advise and help. Lesson plans are required for each practice teaching session and a considerable amount of reading and research is necessary before each exercise. Rehearsals are held before most of the practice teaching sessions.

The final practice teaching session serves as final examination for the course, and on that occasion the chief executive of each student is invited to be present.

The practice teaching portion of this course is regarded to be of utmost importance. The subject matter being studied can be and is covered in much less than the 118 hours of instructional time, but our experience leads us to believe that the gains demonstrated by our "trainers in training" would not have been so striking if they had not had the opportunity of putting their learning into practice.

Not Covered in the Course

The training officers are not given any formal instruction on what they are to teach although much informative material is made available to them and expert assistance is given them, if it is needed, in the preparation of their teaching assignments. The focus is on how to teach rather than on what to teach.

Instructors and Evaluators

Two full-time and from ten to fourteen ad hoc instructors are used, each with a specialty. Each time the course is given, minor changes have been made. Because of this the instructors vary. A list of the instructors' specialties is included in the appendix. Some instructors teach several subjects and some teach only one subject.

The "evaluators" are skilled teachers with experience in both education and speech; they work with the small practice teaching groups in perfecting teaching techniques and communications. For example, the class usually is divided into two sections with an evaluator for each section. The function of the evaluator is to observe and criticize the practice teaching presentations. Rating sheets completed by the evaluator are discussed immediately by the entire section. In some instances the student-trainer repeats his work to correct it in light of the evaluator's suggestions. (A copy of the evaluation sheet used is to be found in the appendix.)

Critique Periods

This is a session of "question answering" where the course administrator or his assistant can clear up uncertainties or miscon-

ceptions and go over study material that is confusing. Students ask about anything that has puzzled or bothered them. The critiques are held periodically, about four to six times during the four-week course.

Examinations

A short quiz is given each week, covering the work completed. These exams are then discussed with the students and serve as a learning tool. The only over-all examination is the fifth and final practice teaching exercise.

Student Conferences

Some out-of-class time is devoted to individual conferences between staff members and students. The purpose is to help the student solve any problems he may have with his studies or study habits and to help him with his practice teaching assignments. At least one such conference is held with each student, usually in an informal way after regular class periods. This feature of the program is felt to be particularly important for adults who are not accustomed to a "school" situation.

Textbook and Study Materials

THE DEVELOPMENT AND SUPERVISION OF TRAINING PROGRAMS, by Homer C. Rose (published by American Technical Society, Chicago, 1964) is the textbook used in the Wisconsin course.

The students need reference material to prepare for the practice teaching assignments. Since their topics might be anything in the law enforcement field, reference materials need to be exten-

sive. An important consideration in developing a course for training officers is the availability of books and publications relating to law enforcement. A law library is highly desirable.

Follow-Up

To determine the value of the subject matter taught in this course, its implementation by the students, and the extent to which their training skills have been utilized by their department, a follow-up is made four months and nine months after completion of the course. The "progress report" submitted by each student provides information useful in determining the effectiveness of the training received and in identifying parts of the curriculum that can be improved. It also indicates whether the student is being used in the capacity for which he was trained.

In the class on "Library Facilities" students are advised to turn to their hometown libraries for assistance; as a follow-up to this, a letter is sent to each local library explaining the interest of these training officers and supplying a bibliography (copy of bibliography in the appendix).

Costs

There are many variables that enter into the determination of the costs of an educational program such as this. To itemize our expenses would serve no useful purpose, but a few general comments are in order. The main elements of cost are as follows:

1. Instructional costs

    a. Instructors' fees
    b. Travel expenses of instructors
    c. Books, study materials, visual aids

2. Student costs

   a. Room and board for students
   b. Travel of students
   c. Miscellaneous expense of students

3. Staff and administrative costs

   a. Salaries of administrator, assistants
   b. Overhead, including use of classrooms, other facilities
   c. Rental or prorated cost of equipment, buses, etc.
   d. Supplies, postage, telephone
   e. Clerical assistance, letter-writing and record-keeping

These costs can amount to a sizeable sum. Assistance might be found in grants of funds from foundations, governmental bodies, or from business or other organizations. The objective would be to reduce the necessary fee to a reasonable amount which could be paid by the student's department.

Comments on Wisconsin Experience

This course has been given twice at The University of Wisconsin--in January-February 1966 and in October-November 1966--on the Madison campus. Each time enrollment was kept to 15 officers or less as it was felt that large enrollments would deprive the students of the individual attention which is so desirable. During the practice teaching sessions it was found to be necessary to divide the class into sections (at Wisconsin there were two sections) with no more than 8 students in each section.

Another feature of the course which we feel is important, although it is not apparent from this syllabus, is the interchange of ideas among officers which resulted from their living together for four weeks in a dormitory on the university campus. The stimulation of thought and the sharing of experiences bring about benefits

that are hard to measure but are well known to anyone who has profited in a like manner from attending well planned conferences. At Wisconsin, an unexpected result of this close association was the formation of a new organization--the Law Enforcement Training Officers Association of Wisconsin--organized by graduates of this course in order to make it easier for them to work together in the future and to share lesson plans, instructors, and instructional material.

CONTENT OF COURSE

"Training the Training Officer" - total of 118 hours

A. Introductory Sessions - 6 hours

"Orientation and Course Objectives" (1 hr.)
"The Role of the Training Officer" (1 hr.)
"How to Study" (1 hr.)
"Psychology of Learning" (3 hrs.)
How learning takes place; influences that affect learning; adult learning theory.

B. Teaching Methods - 31 hours

"Basic Principles of Instruction" (3 hrs.)
Over-all view of the most important teaching methods: lecture, discussion, demonstration, use of questions.

"Communications, Oral" (3 hrs.)
How to communicate orally with others; organizing for, methods of, and barriers to effective communication.

"Communications, Written" (3 hrs.)
How to prepare written instructions, information sheets, or assignments; inference testing and identifying sources of misunderstanding.

"Teaching Techniques" (5 hrs.)
Study of a number of techniques used in teaching with emphasis on discussion techniques and the demonstration method.

"Leading the Conference" (6 hrs.)
Methods used in leading small or large conferences; holding the discussion to the topic; guiding the discussion so that information comes from the group; helping the group find and define the problem; how to ask questions to encourage contribution; analyzing what has to be done; learning to redirect discussion along desired lines; a practice session included.

"The Lesson Plan" (5 hrs.)
The theory of lesson planning; how to develop a lesson plan; uses of a lesson plan applied to police work; laboratory period devoted to the preparation of plans for a class to be taught later by the student-trainer.

"Training Aids and Devices" (3 hrs.)
The use of audio-visual devices for training, such as movie projector, overhead projector, tape recorder, slides, display boards, etc. How to use a training film with your conference, lecture or demonstration.

"Programmed Learning" (3 hrs.)
Demonstration of use of teaching machine; how to teach and test without physical presence of a teacher; learning via the question method; brief description of correspondence instruction methods.

C. Evaluation Techniques - 9 hours

"Achievement Testing" (3 hrs.)
How to construct, score and use an achievement test; laboratory period included during which students work out a test to measure achievement.

"Evaluation by Rating" (2 hrs.)
The use of rating scales to evaluate performance.

"Self Evaluation" (1 hr.)
How an instructor can judge his own training effectiveness. Emphasis on the instructor's role as model for his department--the person most often looked to for advice, credit, a precedent.

"Measuring and Evaluating Training Effectiveness" (3 hrs.)
The use of objective tests to evaluate how much has been learned.

D. Administration of Training Programs - 6 hours

"Determining Training Needs" (1 hr.)
How to identify the training needs of a particular law enforcement agency.

"Developing Your Training Program" (2 hrs.)
A sequel to the above class, showing how to develop a program that will fit the needs of a particular agency.

"Administering the Training Program" (3 hrs.)
Consideration of such special problems as planning, directing, budgeting the training program. Includes: determining when trainees will be available; making physical arrangements and provision for use of library facilities; organizing the instructors; scheduling training activities so as not to overlap period of peak manpower need.

E. Sources of Information and Assistance - 9 hours

"Library Facilities" (3 hrs.)
How to use a library. What the public libraries can do to help the police. Tips on special research tools. Field trip to three libraries (one city library, one law library, one university library) with librarians at each explaining their facilities.

"Field Trip" (3 hrs.)
Trip to view the operations of a company or agency whose activities are of interest to law enforcement or training officers. The trip may also serve as a practical demonstration of how to conduct a field trip (as a teaching device). Visit might be to a crime laboratory, an industrial training department, a school, the courts, a police or fire department training center, etc.

"Resource Material" (3 hrs.)
Introduction to various sources of information and assistance including a session of from 1 to 2 hours on how to use the statute book. Also what kinds of help are available from federal or state agencies.

F. Practice Teaching - 38 hours

"Practice Teaching I, Lecture Method" (6 hrs.)
As an introduction to practice teaching, each student gives a 10-minute speech on a subject of his own choosing. Each presentation is analyzed by the evaluator (a skilled teacher) and criticized by the other trainees in the small group. (Some presentations are redone.) The object is to measure and improve the students' speaking skills.

"Practice Teaching II, Lecture-Discussion Method" (6 hrs.)
Each student teaches for 20 minutes, using the lecture-discussion method. Classmates act as trainees. Each presentation is rated by an evaluator, and these ratings are discussed by the class. Instructor in charge is a police education specialist.

"Practice Teaching III, Lecture-Discussion with Training Aids and Quiz" (6 hrs.)
Each student teaches for 30 minutes, using lecture-discussion method, training aids, and a quiz. Classmates act as trainees. Each presentation is rated by an evaluator, and these ratings are discussed by the class. Instructor in charge is a police education specialist.

"Practice Teaching IV, Demonstration Method and Quiz" (8 hrs.)
Each student teaches for 30 minutes, using the demonstration method and a quiz. Classmates act as trainees. Each presentation is rated by an evaluator, and the ratings are discussed by the class. A police education specialist serves as instructor.

"Practice Teaching V, Composite Method" (12 hrs.)
Each student teaches for 50 minutes using a composite of techniques appropriate to the subject selected--lecture, discussion, demonstration--all are used along with training aids and a quiz. Classmates act as trainees. This final practice teaching session serves as examination for the course. Evaluators are not present but the students evaluate themselves and staff members record their comments. The instructor in charge is a police education specialist.

G. Rehearsals; Preparation or Study Time - 15 hours scheduled

A certain amount of unscheduled time is expected to be devoted to preparation for classes. Preparation or rehearsal time is scheduled before each practice teaching session. A police education specialist or an assistant is present to advise and assist the students.

"Rehearsal for Practice Teaching I" (1 hr.)

"Rehearsal for Practice Teaching II" (3 hrs.)

"Rehearsal for Practice Teaching III" (3 hrs.)

"Rehearsal for Practice Teaching IV" (3 hrs.)
This consists in part of a laboratory period during which a lesson plan is developed by each student, to be used in the following practice teaching session.

"Preparation for Practice Teaching V" (2 hrs.)
This period is used to plan topics, clear subjects with the instructor, get advice on research. Additional, unscheduled time may be needed by the students.

"Supervised Study" (3 hrs.)
Spare time in the daily schedule is allotted to lesson preparation, reading, or supervised study.

H. Examinations or Critiques - 3 hours

"Weekly Examination and Critique" (3 hrs.)
Three one-hour sessions are held, at the beginning of the second, third, and final week. Each exam is short and covers material studied the previous week. The exams are scored immediately and discussed by the class.

I. Student Conferences; Miscellaneous Scheduled Events - 1 to 3 hours

"Student Conferences" (scheduled as requested by student)
During the four-week period each student has at least one, sometimes several, personal conferences with the course administrator or his assistant. At these conferences the student's problems are discussed--problems relating to the course or to his work back home.

"Graduation" (1 hr.)
Certificates are presented to graduates of the course. The commanding officer or departmental chief executive of each student is invited to be present, and the main speech is given by a noted public official.

"Special Speakers" (1 or 2 hours)
Time in the schedule may be allotted for speakers who happen to be available and who have something to say that would be of particular interest to members of the class.

APPENDIX

THE UNIVERSITY OF WISCONSIN
UNIVERSITY EXTENSION
INSTITUTE OF GOVERNMENTAL AFFAIRS
LAW ENFORCEMENT TRAINING

POLICE SCIENCE SERIES
Application for Enrollment in

_____
NAME OF COURSE

Name _____ (LAST) _____ (FIRST) _____ (MIDDLE INITIAL)

Department _____ Date of Application _____

Address of Department _____ Phone _____

Date of Birth _____ Social Security Number _____

Home Address _____ ☐ Married ☐ Single

PRESENT POLICE EMPLOYMENT

Date of Appointment to Present Department _____ ☐ Civil Service ☐ Non-Civil Service

Present Rank _____ Work Assignment _____

Previous Assignments in the Department _____

_____

_____

List Promotions and Dates _____

Earliest Date Eligible for Retirement _____

WORK RECORD
(List no more than your last five jobs)

Employer	Nature of Job	From	To	Reason for Leaving

Military Service (If none, so state) _____ (NO. OF YEARS) Branch _____

EDUCATION

Police Training Courses

Name of Course	Length of Course	Presented by	Date

Circle highest grade completed

1 2 3 4 5 6 7 8 9 10 11 12

If you graduated from high school, give date _____

Name of College or University	Attended From	Attended To	Years Completed	Degree and Year

Major undergraduate field of study _____

Major graduate field of study _____

Other Schools or Training (for example, trade, vocational, correspondence courses not covered above)

Name of Course	Length of Course	Name of School	Course Completed?

In your own handwriting, please state in not more than 150 words why you want to attend this law enforcement training course:

DEPARTMENTAL RECOMMENDATION

To be completed by the Chief, Sheriff, or Director of the department.

I recommend _____ of _____
(NAME) (AGENCY)

presently assigned to _____ duty and who is a full-time employee of this
(PATROL, TRAINING, TRAFFIC, RECORDS, ETC.)

department, be accepted to attend the law enforcement training course, _____
(NAME OF COURSE)

scheduled for _____ at _____.
(DATE) (LOCATION)

Grant-In-Aid:

_____ I request that the above applicant be considered for a Grant-in-Aid award.

_____ Grant-in-Aid is not requested.

Grant-in-Aid recipients must agree to live as a group during entire course.

Agencies sending personnel to attend courses are asked to accept the following responsibilities:

1. The applicant, upon satisfactory completion of the course, should be assigned to function in the capacity for which he was trained.
2. The enforcement agency agrees to participate in an evaluation procedure with the University and will provide a progress report on the applicant's activities within the department at the end of the 4th and 9th months following completion of the course. The University will provide a standard progress report form.

Please state what you expect the applicant to learn from this law enforcement training course:

_____

_____

_____

_____

_____

_____

_____

Signature of Department Head _____ Title _____

Signature of Applicant _____ Rank _____

Screening Committee Action _____ Date _____

CLASS SCHEDULE - "Training the Training Officer"
118 hours

Basic Schedule:	8:45 - 9:35 a.m.	First class period)	
	9:55 - 10:45 a.m.	Second class period)	
	10:55 - 11:45 a.m.	Third class period)	Monday
	11:45 - 1:15 p.m.	Lunch)	through
	1:15 - 2:05 p.m.	Fourth class period)	Friday
	2:15 - 3:05 p.m.	Fifth class period)	
	3:20 - 4:10 p.m.	Sixth class period)	
	4:10 -	Individual student conferences	

First Week:

Monday, a.m. -	Orientation and Course Objectives		(1 hr.)
	How to Study		(1 hr.)
	The Role of the Training Officer		(1 hr.)
p.m. -	Communications, Oral		(3 hrs.)
Tuesday, a.m. -	Communications, Written		(3 hrs.)
p.m. -	Psychology of Learning		(3 hrs.)
Wednesday, a.m. -	Basic Principles of Instruction		(3 hrs.)
p.m. -	Training Aids and Devices		(3 hrs.)
Thursday, a.m. -	The Lesson Plan		(3 hrs.)
p.m. -	Lesson Plan Development		(2 hrs.)
	Rehearsal for Practice Teaching I		(1 hr.)
Friday, a.m. -	Practice Teaching I	(3 hrs.)	
p.m. -	Practice Teaching I	(3 hrs.)	

Second Week:

Monday, a.m. -	Examination and Critique	(1 hr.)	
	Teaching Techniques	(2 hrs.)	
p.m. -	Teaching Techniques	(3 hrs.)	
Tuesday, a.m. -	Resource Material	(3 hrs.)	
p.m. -	Library Facilities, and field trip		(3 hrs.)
Wednesday, a.m. -	Achievement Testing	(3 hrs.)	
p.m. -	Leading the Conference	(3 hrs.)	

Thursday, a.m. - Leading the Conference (3 hrs.)
p.m. - Rehearsal for Practice Teaching II (3 hrs.)

Friday, a.m. - Practice Teaching II (3 hrs.)
p.m. - Practice Teaching II (3 hrs.)

Third Week:
Monday, a.m. - Examination and Critique (1 hr.)
Evaluation by Rating (2 hrs.)
p.m. - Programmed Learning (3 hrs.)

Tuesday, a.m. - Administering the Training Program (3 hrs.)
p.m. - Determining Training Needs (1 hr.)
Developing Your Training Program (2 hrs.)

Wednesday, a.m. - Field Trip (to State Crime Laboratory or other agency) (3 hrs.)
p.m. - Supervised Study (3 hrs.)

Thursday, a.m. - Rehearsal for Practice Teaching III (3 hrs.)
p.m. - Practice Teaching III (3 hrs.)

Friday, a.m. - Practice Teaching III (3 hrs.)
p.m. - Preparation for Practice Teaching IV (3 hrs.)

Fourth Week:
Monday, a.m. - Examination and Critique (1 hr.)
Practice Teaching IV (2 hrs.)
p.m. - Practice Teaching IV (3 hrs.)

Tuesday, a.m. - Practice Teaching IV (3 hrs.)
p.m. - Self Evaluation (1 hr.)
Preparation for Practice Teaching V (2 hrs.)

Wednesday, a.m. - Measuring and Evaluating Training Effectiveness (3 hrs.)
p.m. - Practice Teaching V (3 hrs.)

Thursday, a.m. - Practice Teaching V (3 hrs.)
p.m. - Practice Teaching V (3 hrs.)

Friday, a.m. - Practice Teaching V (3 hrs.)
p.m. - Graduation (1 hr.)

TOPICS USED FOR PRACTICE TEACHING EXERCISES (SAMPLE LIST)

1. "Interview, Detention and Records of Juvenile Offenders" (where, when and how we should interview juveniles; reason for detention; place of detention; how records are kept)
2. "Filling Out a Motor Vehicle Traffic Accident Report"
3. "Preserving the Crime Scene"
4. "Transportation of Prisoners"
5. "The Menace of the Friendly Stranger"
6. "Note Taking Principles in Report Writing" (for officers and dispatchers)
7. "Preparation for Handling Large Crowds"
8. "The Processes of Administering the Training Program"
9. "Police Patrol Requirements" (needs of the Patrol Force)
10. "Court Demeanor"
11. "Police Community Relations"
12. "Stopping the Violator and Search of Car"
13. "Narrative Report Writing"
14. "When to Shoot"
15. "The Drinking Driver"
16. "Accident Investigation"
17. "Introducing the Recruit to Law Enforcement"
18. "Case Preparation by the Arresting Officer"
19. "Apprehension and Transportation of Prisoner"
20. "Handling Disturbance Calls"
21. "Maintaining the Deer Herd to Its Environment"
22. "Report Writing"
23. "Human Relations"
24. "Children's Code"

INSTRUCTORS' SPECIALTIES AND SUBJECTS EACH MIGHT TEACH

1. Law Enforcement Training Specialist; and an Assistant
   - History of Police Training
   - Use of the Statutes
   - Field Trip to State Crime Laboratory (or similar resource agency)
   - Practice Teaching
   - Practice Teaching Rehearsals
   - Examinations and Critiques

2. Adult Education Specialist
   - How to Study
   - The Lesson Plan
   - Administering the Training Program
   - Self Evaluation

3. Educational Psychologist (or Professor of Education)
   - Psychology of Learning (and Adult Learning Theory)
   - Teaching Methods
   - Teaching Techniques

4. Speech Specialist (or Professor of Speech)
   - Communications, Oral

5. Library Science Specialist (or Professor of Library Science)
   - Library Facilities (and field trip to libraries)

6. Specialist in Police Administration
   - Determining Training Needs
   - Developing Your Training Program

7. Specialist in Visual Aids
   - Training Aids and Devices

8. Specialist in Written Communication (or Professor of Journalism)
   - Communications, Written

9. Test Specialist or Consulting Psychologist
   - Achievement Testing
   - Evaluation by Rating
   - Measuring and Evaluating Training Effectiveness

10. Specialist in Programmed Learning
    Programmed Learning

11. Specialist in Conference Leadership (or person with known ability in this technique)
    Leading the Conference

12. Evaluators (enough so that no more than 10 students are assigned to each evaluator)

13. Course Director or Administrator
    Orientation and Course Objectives
    Graduation
    Student Conferences

EVALUATION SCALE (Communication Skills)

EVALUATOR_____ STUDENT_____

DATE_____ ASSIGNMENT_____

CRITERIA	Low 1	2	Av. 3	4	Hi 5
1. CONTENT AND ORGANIZATION					
a. Message related to audience					
b. Knowledge					
c. Specific purpose					
d. Main point apparent					
e. Logical order					
f. Points developed					
g. Time limit observed					
2. LANGUAGE					
a. Appropriate					
b. Meaningful words					
c. Clear sentences					
3. DELIVERY					
a. Aware of listeners					
b. Clarity of diction					
c. Meaningful vocal changes					
d. Use teaching aids					
e. Avoid distractions					
4. GENERAL EFFECTIVENESS					
5. FINAL IMPRESSION AND COMMENTS					

BIBLIOGRAPHY FOR LAW ENFORCEMENT LIBRARIES

This bibliography is primarily the result of work done by the International Association of Chiefs of Police. A few titles have been added by the staff of the Institute of Governmental Affairs Law Enforcement Training.

The starred (*) publications are those which, in the opinion of the staff of the Law Enforcement Training Project, are most valuable as the initial basis for a law enforcement library. This list is intended merely to serve as a guide for the beginning of a law enforcement library.

Administration and Management

Black, J.M., FRONT-LINE MANAGEMENT, A GUIDE TO EFFECTIVE SUPERVISORY ACTION, 1963, McGraw-Hill, N.Y.

Blum, R.H., POLICE SELECTION, 1964, Thomas, Springfield, Ill.

Bristow, A.P., DECISION MAKING IN POLICE ADMINISTRATION, 1961, Thomas, Springfield, Ill.

Dimock, M., PUBLIC ADMINISTRATION, 3d ed., 1964, Holt, Rinehart & Winston, N.Y.

Gammage, A.Z., BASIC POLICE REPORT WRITING, 1961, Thomas, Springfield, Ill.

Germann, A.C., POLICE EXECUTIVE DEVELOPMENT, 1962, Thomas, Springfield, Ill.

Germann, A.C., POLICE PERSONNEL MANAGEMENT, 1958, Thomas, Springfield, Ill.

Gourley, G.D., PATROL ADMINISTRATION, 1961, Thomas, Springfield, Ill.

Griffin, J.I., STATISTICS ESSENTIAL FOR POLICE EFFICIENCY, 1958, Thomas, Springfield, Ill.

Institute for Training in Municipal Administration, MUNICIPAL POLICE ADMINISTRATION, 5th ed., 1961, International City Managers' Association, Chicago, Ill.

Kenney, J.P., POLICE MANAGEMENT PLANNING, 1959, Thomas, Springfield, Ill.

Kenney, J.P., POLICE OPERATIONS: POLICIES AND PROCEDURES, 1961, Thomas, Springfield, Ill.

King, E.M., THE AUXILIARY POLICE UNIT, 1960, Thomas, Springfield, Ill.

King, G.D., FIRST LINE SUPERVISORS MANUAL, 1961, Thomas, Springfield, Ill.

Leonard, V.A., POLICE ORGANIZATION AND MANAGEMENT, 2d ed., 1964, Foundation Press, Brooklyn, N.Y.
Pfiffner, J.M., ADMINISTRATIVE ORGANIZATION, 1961, Prentice-Hall, Inc., Englewood Cliffs, N.J.
Pfiffner, J.M., PUBLIC ADMINISTRATION, 4th ed., 1960, Ronald Press Co., N.Y.
Pfiffner, J.M., THE SUPERVISION OF PERSONNEL: HUMAN RELATIONS IN THE MANAGEMENT OF MEN, 3d ed., 1964, Prentice-Hall, Englewood Cliffs, N.J.
Scholz, W., COMMUNICATION IN THE BUSINESS ORGANIZATION, 1962, Prentice-Hall, Englewood Cliffs, N.J.
Scott, C.L., LEADERSHIP FOR THE POLICE SUPERVISOR, 1960, Thomas, Springfield, Ill.
Sherwood, F.P., Best, W.H., SUPERVISORY METHODS IN MUNICIPAL ADMINISTRATION, 5th ed., 1958, International City Managers' Association, Chicago, Ill.
Smith, B., POLICE SYSTEMS IN THE UNITED STATES, 2d ed., rev. ed., 1960, Harper & Row, N.Y.
* Wilson, O.W., POLICE ADMINISTRATION, 2d ed., 1963, McGraw-Hill, N.Y.
Wilson, O.W., POLICE PLANNING, 2d ed., 1958, Thomas, Springfield, Ill.
* Wilson, O.W., POLICE RECORDS, 1948, Public Administration Service, Chicago, Ill.

Arrest, Search and Seizure

* LaFave, W.R., ARREST: THE DECISION TO TAKE A SUSPECT INTO CUSTODY, 1965, Little, Brown, Boston, Mass.

Criminal Law

Allen, F.A., THE BORDERLAND OF CRIMINAL JUSTICE, 1964, University of Chicago Press, Chicago, Ill.
Day, F., Gallati, R., Germann, A., INTRODUCTION TO LAW ENFORCEMENT, 3d ed., 1964, Thomas, Springfield, Ill.
Donigan, R.L., KNOW THE LAW, 1961, Traffic Institute of Northwestern University, Evanston, Ill.
Findlay, B.A., YOUR RUGGED CONSTITUTION, latest ed., Stanford University Press, Stanford, Calif.
Inbau, F.E., Sowle, C.R., CASES AND COMMENTS ON CRIMINAL JUSTICE, 2d ed., 1964, Foundation Press, Brooklyn, N.Y.
Newman, E.S., POLICE, THE LAW AND PERSONAL FREEDOM, 1964, Oceana Publications, Dobbs Ferry, N.Y.
* Sowle, C.R., POLICE POWER AND INDIVIDUAL FREEDOM, 1962, Aldine Pub. Co., Chicago, Ill.

Criminology

Block, H.A., MAN, CRIME AND SOCIETY, 1962, Random House, N.Y.
Korn, R., McCorkle, L., CRIMINOLOGY AND PENOLOGY, 1963, Holt, Rinehart & Winston, N.Y.
Reckless, W.C., CRIME PROBLEM, 3d ed., 1961, Appleton-Century-Crofts, N.Y.
Taft, D.R., CRIMINOLOGY, 4th ed., 1964, Macmillan, N.Y.
Tappan, P., CRIME, JUSTICE AND CORRECTION, 1960, McGraw-Hill, N.Y.
* Wolfgang, M.E., THE SOCIOLOGY OF CRIME AND DELINQUENCY, 1962, Wiley, N.Y.

Dictionary

* Black, H.C., LAW DICTIONARY, 1964, West Pub. Co., St. Paul, Minn.
Fricke, C.W., 5,000 WORDS, CRIMINAL DEFINITIONS, TERMS AND PHRASES, 4th ed., legal book, Los Angeles, Calif.
Solottolo, A.L., MODERN POLICE SERVICE ENCYCLOPEDIA, 1962, Arco Pub. Co., N.Y.

Education

Harrison, L.H., HOW TO TEACH POLICE SUBJECTS: THEORY AND PRACTICE, 1964, Thomas, Springfield, Ill.
Klotter, J.C., TECHNIQUES FOR POLICE INSTRUCTORS, 1963, Thomas, Springfield, Ill.
Kooken, D.L., ETHICS IN POLICE SERVICE, 1957, Thomas, Springfield, Ill.
Rizer, C., POLICE MATHEMATICS, 1955, Thomas, Springfield, Ill.

Firearms

National Rifle Association of America, NRA FIREARMS AND AMMUNITION FACT BOOK, 1964, Washington, D.C.
Weston, P.B., COMBAT SHOOTING FOR POLICE, 1961, Thomas, Springfield, Ill.

First Aid

American National Red Cross, FIRST AID TEXTBOOK, latest ed., Doubleday, N.Y.
Safar, P., RESUSCITATION OF THE UNCONSCIOUS, 2d ed., 1961, Thomas, Springfield, Ill.
Young, C.B., FIRST AID AND RESUSCITATION, 1954, Thomas, Springfield, Ill.

Human Relations

Allport, G.W., THE NATURE OF PREJUDICE, 1954, Addison-Wesley Pub. Co., Cambridge, Mass.

Curry, J.E., and King, G., RACE TENSIONS AND THE POLICE, 1962, Thomas, Springfield, Ill.

Goffman, E., BEHAVIOR IN PUBLIC PLACES, 1963, Free Press of Glencoe, N.Y.

Kephart, W.M., RACIAL FACTORS AND URBAN LAW ENFORCEMENT, 1957, University of Pennsylvania Press, Philadelphia, Pa.

Siegel, A.I., PROFESSIONAL POLICE-HUMAN RELATIONS TRAINING, 1963, Thomas, Springfield, Ill.

Towler, J.E., THE POLICE ROLE IN RACIAL CONFLICTS, 1964, Thomas, Springfield, Ill.

Turner, R.H., COLLECTIVE BEHAVIOR, 1957, Prentice-Hall, Englewood Cliffs, N.J.

Investigative Techniques

Battle, B.P., ARSON: A HANDBOOK OF DETECTION AND INVESTIGATION, 1954, Arco Pub. Co., N.Y.

Bristow, A.P., FIELD INTERROGATION, 2d ed., 1964, Thomas, Springfield, Ill.

Brown, T.T., THE ENIGMA OF DRUG ADDICTION, 1961, Thomas, Springfield, Ill.

Davis, J.E., AN INTRODUCTION TO TOOL MARKS, FIREARMS AND THE STRIAGRAPH, 1958, Thomas, Springfield, Ill.

Donigan, R.L., EVIDENCE HANDBOOK, latest ed., Northwestern University Press, Evanston, Ill.

[illegible], S.S., SHOPLIFTING AND SHRINKAGE PROTECTION FOR STORES, 1958, Thomas, Springfield, Ill.

Eldridge, W.B., NARCOTICS AND THE LAW, 1962, American Bar Foundation, N.Y.

Field, A.T., FINGERPRINT HANDBOOK, 1959, Thomas, Springfield, Ill.

Gammage, A.Z., BASIC POLICE REPORT WRITING, 1961, Thomas, Springfield, Ill.

Harney, M.L., THE INFORMER IN LAW ENFORCEMENT, 1960, Thomas, Springfield, Ill.

Harrison, W.R., FORGERY DETECTION: A PRACTICAL GUIDE, 1964, Praeger Pub. Co., N.Y.

Heffron, F.N., EVIDENCE FOR THE PATROLMAN, 1958, Thomas, Springfield, Ill.

Heffron, F.N., THE OFFICER IN THE COURTROOM, 1955, Thomas, Springfield, Ill.

Houts, M., FROM EVIDENCE TO PROOFS: A SEARCHING ANALYSIS OF METHODS TO ESTABLISH FACT, 1956, Thomas, Springfield, Ill.

Inbau, F.E., Reid, J.E., CRIMINAL INTERROGATION AND CONFESSIONS, 3d ed., 1962, Williams and Wilkins Co., Baltimore, Md.

Jones, L.V., SCIENTIFIC INVESTIGATION AND PHYSICAL EVIDENCE, 1959, Thomas, Springfield, Ill.
Kirk, P.L., CRIME INVESTIGATION, 1960, Inter-Science Pub., N.Y.
Maurer, D.W., Vogel, V.H., NARCOTICS AND NARCOTIC ADDICTION, 2d ed., Thomas, Springfield, Ill.
Nelson, A.T., CAR CLOUTING: THE CRIME, THE CRIMINAL, AND THE POLICE, 1958, Thomas, Springfield, Ill.
O'Hara, C.E., Osterburg, J.W., AN INTRODUCTION TO CRIMINALISTICS, 1960, Macmillan, N.Y.
O'Hara, C.E., FUNDAMENTALS OF CRIMINAL INVESTIGATION, 1961, Thomas, Springfield, Ill.
Peterson, V.W., GAMBLING, SHOULD IT BE LEGALIZED?, 1951, Thomas, Springfield, Ill.
Reinhardt, J.M., SEX PERVERSIONS AND SEX CRIMES, 1957, Thomas, Springfield, Ill.
Richardson, J.R., SCIENTIFIC EVIDENCE FOR POLICE OFFICERS, 1963, W.H. Anderson Co., Cincinnati, Ohio.
* Snyder, L.M., HOMICIDE INVESTIGATION, rev. ed., 1959, Thomas, Springfield, Ill.
* Soderman, H., MODERN CRIMINAL INVESTIGATION, 5th ed., 1962, Funk & Wagnalls, N.Y.
Sternitsky, J.L., FORGERY AND FICTITIOUS CHECKS, 1955, Thomas, Springfield, Ill.
Stoffel, J.F., EXPLOSIVES AND HOMEMADE BOMBS, 1962, Thomas, Springfield, Ill.
U.S. Federal Bureau of Investigation, SCIENCE OF FINGERPRINTS, 1960, U.S. Government Printing Office, Washington, D.C.

Juvenile

Cloward, R.A., DELINQUENCY AND OPPORTUNITY: A THEORY OF DELINQUENT GANGS, 1960, Free Press, Glencoe, N.Y.
Glueck, S., THE PROBLEM OF DELINQUENCY, 1959, Houghton Mifflin, Boston, Mass.
* Institute of Governmental Affairs, LAW ENFORCEMENT AND JUVENILE JUSTICE IN WISCONSIN, 1965, Madison, Wis.
* Kenney, J.P., POLICE WORK WITH JUVENILES, 2d ed., 1962, Thomas, Springfield, Ill.
Myren, R.A., and Swanson, L.D., POLICE WORK WITH CHILDREN, 1962, U.S. Department of Health, Education, and Welfare, Children's Bureau Publication No. 399, Government Printing Office, Washington, D.C.
* O'Connor, G.W., and Watson, N.A., JUVENILE DELINQUENCY AND YOUTH CRIME: THE POLICE ROLE, 1964, International Association of Chiefs of Police, Washington, D.C.
Robison, S.M., JUVENILE DELINQUENCY, ITS NATURE AND CONTROL, 1960, Holt, Rinehart & Winston, N.Y.
Tappan, P.W., JUVENILE DELINQUENCY, 1949, McGraw-Hill, N.Y.
Tunley, R., KIDS, CRIME AND CHAOS: A WORLD REPORT ON JUVENILE DELINQUENCY, 1962, Holt, Rinehart & Winston, N.Y.

Mechanics of Arrest

Moynahan, J.M., POLICE SEARCHING PROCEDURES, 1963, Thomas, Springfield, Ill.
Vallow, H.P., POLICE ARREST AND SEARCH, 1962, Thomas, Springfield, Ill.

Patrol Techniques

Chapman, S.G., POLICE PATROL READINGS, 1964, Thomas, Springfield, Ill.
Dougherty, E.E., SAFETY IN POLICE PURSUIT DRIVING, 1961, Thomas, Springfield, Ill.
Holcomb, R.L., POLICE PATROL, Thomas, Springfield, Ill.
Langford, Sheehan, Lobkovich, and Watson, STOPPING VEHICLES AND OCCUPANT CONTROL, 1960, Thomas, Springfield, Ill.
Payton, G.T., PATROL PROCEDURE, 1964, Legal Book Store, Los Angeles, Calif.
Towler, J.E., PRACTICAL POLICE KNOWLEDGE, 1960, Thomas, Springfield, Ill.

Periodicals and Journals

* FBI LAW ENFORCEMENT BULLETIN, CRIME IN THE UNITED STATES, U.S. Dept. of Justice, monthly, Washington, D.C.
* JOURNAL OF CRIMINAL LAW, CRIMINOLOGY AND POLICE SCIENCE, Northwestern University School of Law, quarterly, Williams & Wilkins Co., Baltimore, Md.
* POLICE, bi-monthly, Thomas, Springfield, Ill.
STATISTICAL ABSTRACT OF THE UNITED STATES, annually, U.S. Bureau of the Census, U.S. Government Printing Office, Washington, D.C.
* THE POLICE CHIEF, International Association of Chiefs of Police, monthly, Washington, D.C.
THE TRAINING KEY, International Association of Chiefs of Police, semi-monthly, Washington, D.C.
TRAFFIC DIGEST AND REVIEW, Northwestern Traffic Institute, Northwestern University, Evanston, Ill.

Psychology

Dudycha, G.J., PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS, 2d. ed., 1960, Thomas, Springfield, Ill.
National Association for Mental Health, HOW TO RECOGNIZE AND HANDLE ABNORMAL PEOPLE, latest ed., New York, N.Y.

Traffic Engineering and Traffic Safety

Baker, J.S., Stebbins, W.R., DICTIONARY OF HIGHWAY TRAFFIC, 1960, Northwestern University, Evanston, Ill.
Baker, J.S., TRAFFIC ACCIDENT INVESTIGATOR'S MANUAL FOR POLICE, 4th ed., 1963, Northwestern University Press, Evanston, Ill.

Cleveland, D.E., MANUAL OF TRAFFIC ENGINEERING STUDIES, 3d ed., 1964, Institute of Traffic Engineers, Washington, D.C.

Fox, B.H., Fox, J.H., ALCOHOL AND TRAFFIC SAFETY, 1963, United States Public Health Service, U.S. Government Printing Office, Washington, D.C.

Haddon, W., Jr., Suchman, E.A., Klien D., ACCIDENT RESEARCH—METHODS AND APPROACH, 1964, Harper and Row, New York, N.Y.

Bibliographies (Published)

Juvenile Delinquency Service, Children's Bureau, U.S. Department of Health, Education, and Welfare, A SELECTED BIBLIOGRAPHY ON JUVENILE DELINQUENCY, revised 1964, Washington, D.C.

Miller, Martin G., A BIBLIOGRAPHY ON POLICE AND COMMUNITY RELATIONS, 1966, National Center on Police and Community Relations, East Lansing, Michigan.

Tompkins, Dorothy C., JUVENILE GANGS AND STREET GROUPS--A BIBLIOGRAPHY, 1966, Institute of Governmental Studies, Berkeley, Calif.

THE LIBRARY OF
JAN 17 1969
[illegible]

E N D

DEPT. OF HEALTH

EDUCATION AND

WELFARE

U.S. OFFICE OF

EDUCATION

E R I C

DATE FILMED

6-11-68